INTRODUCTION TO CULTURAL ANTHROPOLOGY  
Anthropology 102 Section 1 – Fall 2015  
Monday and Wednesday 12:00 – 1:15 p.m. in Administration Rm. 12

Dr. Christa Abdul-Karim  
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OFFICE HOURS: Monday and Wednesday from 1:15-2 or by appointment

REQUIRED TEXTS:  
2011 Explorations in Cultural Anthropology. Lanham, MD: AltaMira Press.

Wikibooks  

COURSE DESCRIPTION: This course is an introduction to cultural anthropology. Through the examination of anthropological concepts, we will study how cultures around the world are set up to satisfy basic human needs. While the class will focus on the basics of cultural anthropology we will also analytically research current global concerns such as development, the environment, and other humanitarian issues. The text book we are using is set up to challenge our ideas. It is important to understand that concepts pertaining to culture can be controversial and like many topics, people hold variable perspectives. My goal is not to emphasize what is right or wrong, but to broaden your perspectives about how culture is relevant around the world.

Anthropology 102 is part of the General Education Core at LCSC; which means it teaches skills/concepts valuable for all majors. "General education is intended to nurture the development of literate, well-informed graduates who are competent life-long learners. This is the basis of LCSC's mission. General education "connects learning to life" by providing students with the skills, knowledge, and dispositions necessary for continued learning about their natural and social worlds, thinking clearly about them, communicating ideas about them effectively, and functioning comfortably in a variety of social institutions. These broad goals are part of all programs. The General Education Core Curriculum is the foundation for courses that students take in their major programs."

CLASS STRUCTURE: Reading, Thinking, and Speaking are crucial for this class. It is important to come to each class with your reading completed. Take notes as you read regarding significant concepts, the overall main idea of each chapter, and personal comments and criticisms - you will find this organizes your thinking and promotes your participation in class discussion. Use your own ideas, views, and experiences to expand the information presented. Do not be afraid to disagree, but do so thoughtfully. Please respect all perspectives on this subject. Many topics that we will be discussing lend themselves to both strong and personal opinions; feel free to express them, but always in a way that respects the other members of the class.

If you must arrive late or leave early, let me know (preferably in advance) AND take a seat close to the door to minimize disruption. Students whose behavior is disruptive or rude (engaging in private conversations during class, arriving late, leaving early, sleeping, reading the newspaper, cell phones, laptops, etc.), will be asked to stop, and may be required to leave the classroom. I ask that all students be considerate of other people in the classroom. During in-class exams, sunglasses and hats are not allowed. I will not accept any assignments via e-mail.

CONTACTING ME: When e-mailing please put a subject line with the name of the class and the section you are attending. I spend hours every day answering student e-mails so the easier you make it for me to know exactly which class we are discussing, the faster the response you will receive.
ATTENDANCE: Attendance will not be taken (except for Financial Aid purposes the first 2 weeks), however, students are expected to attend all classes and excessive absences may affect the final grade. Class participation is encouraged and discussion material will be fair game for exams. If you miss a class, YOU are responsible for obtaining all material covered (lecture, films, discussion). Please swap contact information with a fellow classmate and contact them for class information you missed. Secondarily, contact me to discuss unclear information throughout the term. I encourage all students to attend my office hours to discuss any class information.

FOR YOUR ASSIGNMENTS: Please follow the American Anthropological Association (AAA) format. You can download the PDF file for complete instructions: http://www.aaanet.org/publications/guidelines.cfm. If you have any questions, please see me during office hours and I will be happy to help.

EXAMS (100 pts each): There will be two in-class exams (including the final exam) which will cover all class materials, including readings, lectures, discussion, in-class assignments, and films. Format and criteria will be discussed prior to each exam. Please check the syllabus for due dates. If you need to take a make-up exam you must see me in advance of the exam and have a valid reason for missing the class.

Reading Journal (50 pts): Throughout the semester, you will complete a reading journal. These journals will be a combination of answering questions about your weekly reading, your thoughts/opinions about the readings, your questions about the readings, and examples of the topic in current events/media. This is a journal, it can be handwritten and the entries will not be graded for grammar or writing style. I will be looking for content. I will be collecting your journals on selected Mondays.

IN-CLASS ASSIGNMENTS (20 pts each): There will be five in-class assignments that will correlate with the class readings. It is possible that an in-class assignment could be an unannounced quiz. The lowest in-class assignment score will be dropped. There are NO make-up in-class assignments.

ASSIGNMENTS:

- **Food assignment (50 pts):** For this assignment, you will need to research the cultural significance of a food item and create the food. This will be at least 1 ½ double-spaced typed pages.

- **Film assignment (50 pts):** For this assignment, you will need to watch a film from a culture different than your own. Once you have watched the film, write a paper in which you will describe the cultural context of the film. This assignment needs to be at least 3 double-spaced typed pages.

- **Culture/Social Issue Paper (120 pts):** Each student will be developing a topic of interest throughout the semester in order to write a 5-6 page paper. Prior to the completed paper, each student must turn in a topic with two references, which I will approve. A full set of paper guidelines will be handed out in class and discussed in detail later in the semester.

COURSE EVALUATION: 200 points 2 Exams (100 points each)
50 points Reading Journal
80 points 5 in-class assignments (lowest grade dropped)
50 points 1 Film Assignment
50 points 1 Food Assignment
150 points 1 Culture Paper: Topic (20 points), Paper (80 points), Presentation (50 points)

Total points = 580 points possible
PERCENTAGE GRADE SCALE

94-100 A; 90-93 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+;
73-76 C; 70-72 C-; 67-69 D+; 66-60 D; 0-59 F

MAKE-UP POLICY: All assignments have a specified due date. They must be turned in during class the day they are due. Papers will receive a full grade deduction for every day late. If you know that you are going to miss a scheduled assignment or exam due to a legitimate reason (e.g., illness, conflict with an approved university event, death in the family, etc.), you need to contact me before class to make arrangements and meet with me in person within two class periods.

ACADEMIC INTEGRITY: Academic integrity is the cornerstone of the university. Any student who attempts to gain an unfair advantage over other students by cheating, will fail the assignment and be reported to the Dean of Students.

PLAGIARISM: Be scrupulously careful to cite all the sources used in your work for material that is not “common knowledge”. Use quotation marks for all copied material, but do not simply change a few words to avoid quotation marks. Plagiarism, “taking and using as one’s own of the thoughts, writings, or inventions of another” (The Oxford Universal Dictionary 1955:1513) is unacceptable. Suspected plagiarized work, or work with unintentional misuse of sources may be returned ungraded. Intentional plagiarism will be reported to the Dean of Students, and will be grounds for a failing grade for the work, or for the class.

INCOMPLETE POLICY: Due to unforeseen circumstances, students are sometimes unable to complete a course of study on time. Under these circumstances the student can request an Incomplete Grade (I) which has to be made up by a fixed deadline in order to prevent the grade being changed to F.

To obtain an “I” grade:
1. Students must make a formal request in writing (e-mail can be used) to the instructor outlining the reason why they are requesting an incomplete and when they plan to complete the course (three months to one year).
2. Students must complete 1/3 of the total in-class assignments and one of the three exams in order to file for an incomplete.
3. A student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.

STUDENTS WITH DISABILITIES: Please notify me during the first week of class of any accommodations needed for the course. Please visit or contact the Office of Disability Services [Reid Hall, Rm. 111; 792-2211] to learn more about College services available to you.

WEEKLY CLASS SCHEDULE

Week 1 (August 24 & 26)
Extra Credit 1 DUE August 26th

Read: Cultural Anthropology: Chapter 1 (Introduction to Anthropology and Culture)
Explorations: Part 1(Culture) – only Introduction, “Nacirema”, and “Cultural Relativism and Universal Human Rights”

Week 2 (August 31 & September 2)
Reading Journal DUE August 31

Continuation of Week 1

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Week 3 (September 7 & 9)
No Class September 7
Reading Journal DUE September 9

Read: Cultural Anthropology: Chapter 3 (Anthropological Methods)
      Explorations: Part II (Fieldwork and Ethnography) – only Introduction, “Eating Christmas in the Kalahari”, and “Reflections of a Shy Ethnographer”

Week 4 (September 14 & 16)
Reading Journal DUE September 14

Read: Cultural Anthropology: Chapter 4 (Communication and Language)
      Explorations: Part III (Language, Communication, and Expressive Culture) – only “Fighting for Our Lives” and “Body Art as Visual Language”

Week 5 (September 21 & 23)
Reading Journal DUE September 21
TOPIC for Culture Paper DUE September 23

Read: Cultural Anthropology: Chapter 5 (Play, Sport and Arts) and 6 (Ritual and Religion)
      Explorations: Part VIII (Belief Systems) – only Introduction, “The Sacred Pipe in Modern Life”, and “Oh, Gods!”

Week 6 (September 28 & 30)
Extra Credit 2 DUE September 30

Read: Cultural Anthropology: Chapter 7 (Production, Inequality, and Development)

Week 7 (October 5 & 7)
Food Assignment DUE October 7

Read: Supplied chapter on food

Week 8 (October 12 & 14)
Exam 1 October 12

Week 9 (October 19 & 21)
Reading Journal DUE October 19
Extra Credit 3 DUE October 21

Read: Cultural Anthropology: Chapter 8 (Health and Healing)
      Supplied articles on health

Week 10 (October 26 & 28)
Reading Journal DUE October 26

Read: Cultural Anthropology: Chapter 10 (Marriage, Reproduction, and Kinship)
Week 11 (November 2 & 4)
**Film Assignment DUE November 2**

Continuation of Marriage and Kinship

Week 12 (November 9 & 11)
**Reading Journal DUE November 9**

Read: *Explorations*: Part VI (Gender and Sexuality)

Week 13 (November 16 & 18)
**Reading Journal DUE November 16**

Read: *Cultural Anthropology*: Chapter 11 (Social Stratification, Power and Conflict)
Supplied articles on race and ethnicity

Week 14 (November 23 & 25)
**No Classes Thanksgiving Break**

Week 15 (November 30 & December 1)

Read: *Cultural Anthropology*: Chapter 12 (Globalization and Migration)
Supplied articles on globalization

Week 16 (December 7 & 9)
**Final Paper due December 7**
**Student presentations all week**

Week 17 Finals Week (December 14 & 16)
***Our final is Wednesday, December 16 from 12:00-2:00 PM in Administration 12***

**Syllabus Addendum**

**Consumer Information**
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at [http://www.lcsc.edu/student-consumer-information/](http://www.lcsc.edu/student-consumer-information/)

**Disability Accommodations**
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

**Student Rights and Responsibilities**
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog ([http://webdev.lcsc.edu/catalog](http://webdev.lcsc.edu/catalog)) and the LCSC Student Handbook ([http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf](http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf)) for more information.

**Accidents/Student Insurance**
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

**Enrollment Verification/Attendance**
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

**Academic Dishonesty**
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

**Illegal File Sharing**
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

**Diversity Vision Statement**
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

**Disclosures**
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Updated January 2014
EXTRA CREDIT ASSIGNMENTS

You may complete any or all of these assignments for up to 20 points of extra credit. While the absolute last date that the assignments can be turned in are listed on the syllabus, feel free to turn in the assignments at any earlier point in the semester.

ASSIGNMENT #1 – (3 points)

Turn in a photograph of yourself. On the back of the photograph put your name, class level, and what you hope to get out of the class. This will help me learn your names and to correctly assign participation points. You will be able to pick up your photograph in class after you turn in your final.

ASSIGNMENT #2 – (10 points)

This assignment is to introduce you to (or get to know better) African art. You will need to visit the online collection of The National Museum of African Art. This can be found at http://africa.si.edu/. You may choose either a piece of traditional or contemporary artwork.

In your analysis, describe the artwork (what does it look like, what medium is used, who is the artist); tell when and where the work was done; tell what culture the artist belongs to; describe the cultural context; tell what attracted you to the work; tell what cultural meaning you find in the work; and finally tell if the artwork has universal messages (in other words – does the cultural meaning translate to other cultures). There may need to be additional research conducted in order to describe the cultural context.

ASSIGNMENT #3 – (7 points)

For this assignment, get out your cameras and take a picture of something around campus that you feel connects to cultures/cultural issues discussed in class. Use your imagination. The options are almost unlimited. When you turn in your photograph, also include two or three paragraphs on why the image you shot relates to culture.
Reading Journal Questions

Reading Journal DUE August 31

- How has Miner made "the familiar strange and the strange familiar" in his essay about the Nacirema?
- What could anthropologists contribute to global discussions on human rights?
- What questions do you have about the readings?
- What ideas presented in the readings do you think are most important?
- Do the readings relate to anything you have seen lately in the media? In your daily life?

Reading Journal DUE September 9

- Why did the !Kung insist the black ox was inadequate?
- What error did Flinn make and how did her mistake help her with her research?
- What questions do you have about the readings?
- What ideas presented in the readings do you think are most important?
- Do the readings relate to anything you have seen lately in the media? In your daily life?

Reading Journal DUE September 14

- Give an example from popular media of the "culture of argument" and war metaphors. How does your example illustrate Tannen's points in "Fighting for Our Lives"?
- Have you or a close acquaintance modified your body in some way? Do you agree or disagree with the author's assertion that body art "makes a statement" about the person that modifies their body? If it does communicate something, what does it communicate?
- What questions do you have about the readings?
- What ideas presented in the readings do you think are most important?
- Do the readings relate to anything you have seen lately in the media? In your daily life?

Reading Journal DUE September 21

- What insights have scholars of new religious movements (NRMs) learned about the creation of new religions? What factors contribute to the success of NRMs?
- What commonalities did you find between what you read in “The Sacred Pipe” and what you learned about the San?
- What questions do you have about the readings?
- What ideas presented in the readings do you think are most important?
- Do the readings relate to anything you have seen lately in the media? In your daily life?

Reading Journal DUE October 19

- What is structural violence?
- How is HIV in Haiti part of structural violence?
- How is transplant tourism an example of structural violence? Could legalizing organ sales help?
- Think about current events happening in the world today, can you think of some that are examples of structural violence?
- What questions do you have about the readings?
• What ideas presented in the readings do you think are most important?
• Do the readings relate to anything you have seen lately in the media? In your daily life?

**Reading Journal DUE October 26**

• Why is it so hard to define marriage? Give at least one example.
• What has changed and what has stayed the same with raising children since 1929?
• What is one positive aspect and one negative aspect of polyandry?
• What questions do you have about the readings
• What ideas presented in the readings do you think are most important?
• Do the readings relate to anything you have seen lately in the media? In your daily life?

**Reading Journal DUE November 9**

• How do the lives of sworn virgins in Albania compare and contrast with those of men and women in their society? What do they give up and what do they gain?
• Does the role of sworn virgin reflect a liberal or conservative gender ideology? Many have said this practice would die out, why is the younger generation still practicing this gender ideology?
• Discuss the beliefs and rituals associated with becoming a hijra. After an individual becomes a hijra, how is their way of life sustained?
• What questions do you have about the readings
• What ideas presented in the readings do you think are most important?
• Do the readings relate to anything you have seen lately in the media? In your daily life?

**Reading Journal DUE November 16**

• What were your IAT results
• Do you believe your results were accurate? Why or why not?
• What was your reaction when you learned your results?
• Regardless of the IAT, do you think that you have hidden racial biases? What is your evidence?
• In your opinion, how common are hidden racial biases, and how important are they compared with other racial biases?
• How does this relate to what is happening in the United States today regarding race?